Instructional Collaboration

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| Process with Staff facilitated by LST | Learning Content | Observing Content | Collaborative Planning | Individual Implementation | Collaborative Reflection and Improvement | Reciprocal Observation of Peer Teaching |
| Description | Professional development for staff in order to gain a deeper understanding of area of focus. | Observing a demonstration lesson in area of focus. | Working together in pairs, PLCs, or as a school to create or refine the quality learning environment for students  Calling upon outside agencies/experts to support intended goals (REACH consultants, mental health, Divisional Coordinators, FSW and/or parents) | Implementation of learned theory and strategies towards area of focus | Use of data and structured processes for reflecting and improving the quality learning environment for students | Peers have choice of partner and purpose of reciprocal observation towards area of focus. **This process is most effective when it occurs along with all other processes.** |
| LST Role | * Learn * Locate quality research * Locate, facilitate and/or provide quality PD * Working with teacher(s) to collecting student data (observing students, anecdotal collection, samples of student work, etc.) | * Awareness of promising practices occurring in school * Assist in connecting teachers with “experts” in the building * Assist in connecting teachers with “experts” outside of the building * Assist in lining up schedules to allow observations * Modeling a skill, strategy or lesson | * Facilitate planning meetings of pairs, PLCs or school towards goal within area of focus | * Encourages staff in their implementation of a new skill, strategy or lesson * Documents the individual skill, strategy or lesson that colleagues are working on * Awareness of who is trying what | * Facilitate reflection and improvement planning for teachers partnerships, PLCs or school towards goal within area of focus | * Integrate all processes on this continuum * Awareness of promising practices occurring in school. * Assist in creating appropriate partnerships * Assist in lining up schedules to allow observations * Co-teaching * Understanding of how implementation of new skill, strategy or lesson is progressing |
| LST needed Skills | * Trust Building * Research * Facilitation * Communication | * Trust Building * Data Collection & Analysis * Critical Thinking Skills in relation to Strategies * Listening * Quality Questioning * Conflict Resolution | * Trust Building * Listening * Facilitation * Quality Questioning * Conflict Resolution | * Trust Building * Listening * Quality Questioning * Data Collection & Analysis * Conflict Resolution | * Trust Building * Data Collection & Analysis * Listening * Facilitation * Quality Questioning * Conflict Resolution | * Trust Building * Data Collection and Analysis * Critical Thinking Skills in relation to Strategies * Listening * Facilitation * Quality Questioning * Conflict Resolution |
| Exemplars | * Reading * Researching * Attending PD * Gathering Resources * Staff Meetings-facilitating * PLCs- facilitating/organizing * One-on-One Sharing * Facilitating others to share | * LST covers class(es) for peer(s) to observe colleague. * Classroom observation to learn about new practice or theory * Collecting data to inform one’s own teaching * LST models a skill, strategy or lesson | * Program planning for a student using student data (i.e., anecdotal notes, informal reading inventories,…) * Refining a unit of study | * Teacher implements new skills, strategies or lesson * Teacher videos self & students- on their own implementation of the skill, strategy or lesson * Teacher asks for feedback on implementation of new skill, strategy or lesson | * Tuning Protocols * Data-focussed discussions * Examining of student work * Analysing assessment data * Facilitation Strategies (e.g. Stop, Start, Continue) * Classroom observation with purposeful data collection * Videoing * Debriefing learning with staff | * LST covers class(es) for peer(s) to observe colleague. * LST supports partnering. * LST works with pairs to ensure observation is meaningful and purposeful * Teachers collect purposeful data for colleagues |